

Programme 114[†].

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(May to July, 1929,
(September to December, 1929, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET.)

FORM I., (A & B).

PUPILS' NAMES

Bible Lessons.

The Bible text must be read and narrated without interruption.

I. A & B Suitable stories from *Genesis*, chapters 48, 49, 50, and *Exodus*, chapters 1-12, inclusive.

Teacher to study Dr. Paterson Smyth's *Exodus* (Sampson Low, 2/-), lessons i.-viii, inclusive, in order to bring the passages home to the children, adding comments if necessary.

II. Suitable stories from *The Acts of the Apostles*, chapters 1-8, inclusive. Teacher may study Dr. Paterson Smyth's *St. Mark and The Acts* (A.P.C.K., 1/6), lessons xvii.-xxiv., inclusive.

(Optional) *The Children's Kingdom* (daily readings), by G. Watts and S. F. Perrin (Blackwell, 2/6). *The Children's Book of Prayers*, by S. B. Macy (Longmans, 9d.). *Side-lights on the Bible*, by Mrs. Brightwen (R.T.S., 3/-). *Bible Atlas* (S.P.C.K., 1/-). *The Wonderful Prayer*, by G. Hollis (S.P.C.K., 2/6). *The Winchester Hymn Supplement* (Warren, Words and Music 3/-, words only, 6d.), or, *The Church and School Hymnal* (S.P.C.K., 3/6; words only, 1/6). Teacher will find useful *Everyday Life in the Holy Land*, by J. Neil (S.P.C.K., 10/6).

† The 114th term of work set since the Parents' Union School began.

Sunday Reading, (optional):

- A *A Book of Golden Deeds*, by Charlotte Yonge (Macmillan, 2/-), pp. 73-147 (B.C. 180 to A.D. 1308). *Livingstone* (Nelson, 1/6).
- B Mrs. Gatty's *Parables from Nature* (Dent, 2/-), or, *The Child's Book of Saints*, by William Canton (Dent, 2/-). *Chopsticks*, by F. Codrington (S.P.C.K., 2/6), pp. 1-76.

Writing.

- A *New Handwriting** (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. each card; teacher to study instructions, 6d.).
- A Card 1, lines 1 and 2; card 3, lines 1, 2, and 3, or continue. Two letters to be mastered each lesson. Transcribe from reading books, and write words and short sentences from dictation with cards as models; new words must be visualized beforehand (see *Home Education*, pp. 240-243).
- B Card 3, lines 1 and 2; eight letters from card 10; or continue; one letter to be mastered each lesson. Write, and print, letters and words from dictation as well as from copy (see *Home Education*, page 234).

BEGINNERS.—Left-hand half of card 4 of *The "New Handwriting."*

Tales.

- A *The Pilgrim's Progress** (Oxford Press, 3/6, or, Nelson, 1/6), Part I., from the beginning to "The Valley of Humiliation." *Tales of Troy and Greece*,* by Andrew Lang (Longmans, 5/-), pp. 45-100.
- B Three Fairy Tales: Andersen's *Fairy Tales*, or, Grimm's *Fairy Tales* (both Oxford Press, 3/6), may be used. Three fables: *Æsop's Fables* (Murray, 2/6).

English History.

- A *Our Island Story*,* by H. E. Marshall (Jack, 10/6), pp. 453-514 (1789-1901). *Tales from Westminster Abbey*, by Mrs. Frewen Lord (Sampson Low, 1/6), chapters 1, 2, 3, to end of Sir Isaac Newton.
- B *Our Island Story*, pp. 77-128 (901-1100).

Geography.

- In every lesson there should be six map questions before reading letterpress, then reading and narration.
- A *Ambleside Geography Books*, Book I.* (Kegan Paul, 2/6), lessons 28-31 inclusive. *Ambleside Geography Books*, Book II.* (Kegan Paul, 3/-), lessons 49 and 1-8 inclusive. Philip's *Atlas of Comparative Geography** (3/6). Be able to describe six places connected with recent events. Pace and make plans of the length and breadth of 2 rooms, 2 garden beds, 2 garden walks.

- B *Ambleside Geography Book I.*, lessons 11-17, inclusive. *The Children's World*, by M. S. (Fountain Press, 2/6), (Tibet, New Guinea, Australia, New Zealand, Borneo). Be able to describe six places Father and Mother have visited. (1), Describe, (2), make in tray of sand, valleys, rivers, hills, villages.

Natural History.¹

- A & B Keep a Nature Note-Book (P.N.E.U. Office, 5d., and see *Home Education*, pp. 54, 55). Teacher may find useful: *Countryside Rambles*, by W. S. Furneaux (Philip, 2/6). Find and name wild flowers; watch six (a) animals, (b) nesting birds. Keep tadpoles.
- A *Nature's Nurseries*, "Eyes and No Eyes Series" (Cassell, 1/-), chapters i.-vi. *Wild Creatures of Garden and Hedgerow*, by Frances Pitt (Constable, 7/6), pp. 71-142, or, (overseas) *Animal Life in the East*, by Martin Duncan (Milford, 1/-), pp. 5-54.
- B *By Pond and River* ("Eyes and No Eyes Series," Cassell, 1/3), one lesson each week. *Tommy Smith again at the Zoo*, by E. Selous (Methuen, 2/9), pp. 1-54.

Picture Study (see *Home Education*, pp. 307-311, for directions).

- A & B Study reproductions of six pictures by Giotto* (P.N.E.U. Office, 2/- the set): see notes for teachers in the April number of the *Parents' Review*.

French.²

- A & B The work should be oral only.
- A *Cours de Français, Méthode Orale, Premier Livre*, by F. Thémoin (Hachette, 2/-), take eleven "series" each term.
- A *Recueil de Poèmes*, Vol. I., by J. Molmy (Blackie, 6d.). (Optional). A fable from *French Fables in Action*, by V. Partington (Dent, 1/9), children to narrate. *La Vie de Madame Souris* (Dent, 1/-) may be used for a first reading book during the sixth term in I.A.
- B *Le Livre Rouge*, by E. Magee (Blackie, 2/6), one "lesson" each week. Singing games, see under *Singing*.

Number.

Children should start work at a suitable place in the books set, and should work straight through them.

- Some rapid mental work for A and B, each lesson.
- A *Fundamental Arithmetic*, by P. B. Ballard, M.A., D.Litt., Book I.* (University of London Press, 10d.), pp. 22-39. Teacher should use *Teacher's Book I.* (2/-), or, (more easy) Nelson's *Arithmetic Practice*,* Part I. (10d.), Term II., p. 30, to Term III., p. 48. Build up and learn Multiplication Tables 7 and 8 (five minutes' exercise in

¹ Members overseas see special leaflet.

² Schools may substitute the national language.

every lesson). Tables to be worked out in money thus:
 $9 \times 7 = 63$; 63 pence = 5s. 3d.
 B Nelson's *Arithmetic Practice*, Part I. (10d.). Term I., pp. 9-18. Build up and learn Multiplication Tables 4 and 5. Sums may be worked with dominoes, beans, etc., at first. Teacher may use *Teacher's Book*: Part I. (1/2).

Brushdrawing.

A & B Teacher may consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-). Paint-box with specially chosen colours, brush and palette (P.N.E.U. Office, 2/6). Children should draw occasionally with brush or chalk from memory. For chalk drawing, milled blackboards (P.N.E.U. Office, 1/3 each) may be used. Box of crayons (4½d.). Pencils should not be much used. Paintings of six wild flowers; six animals that you have been able to watch; scenes from stories taken from Reading books.

Recitations.

A & B Learn 6 verses each from *Exodus*, chapter 2, and from *The Acts*, chapter 2. Psalm 150. One suitable hymn. Recite a poem (each child may choose a different one). Use one of the following: *A First Book of Poetry*, compiled by M. A. Woods (Macmillan, 3/-); *The Golden Staircase*, by L. Chisholm, Parts I.-IV. (Nelson, 4d. each part); *The Golden Book of Children's Verse*, arranged by F. Jones (Blackie, 2/6).

Reading.

Children should visualize new words every day: see *Home Education*, page 240: see also word drill in the "Beacon Readers."
 A Poetry and books used for History, Geography, and Tales. (Upper I.A): *Lord Roberts* (Nelson, 1/6). *The Cobbler*, by A. Marzials (Harrap, 8d.).
 A & B Children who can read a little may use one or two of the following: *The Beacon Readers*, Books III. (1/2), IV. (1/4), according to directions in *Teacher's Manual* (Ginn, 1/6). *Picture Tales from the Russian*, Books I. to III. (Blackwell, 1/- each). *The Little Brown Girl (Australia)*, (Milford, 3½d. or 6d.).
 B Reading taught as in *Home Education*, using *The Children's Letter Box** (2/6) together with *Dickory Dickory Dock*: *The Children's Reading Box** (3/6), both prepared by E. R. Tetley (Jackson & Son), with *Teacher's Readers*, Books I.* (10d.), and II.* (1/-), *Teacher's Manual* (Ginn, 1/6). *The New Beacon Reading Cards* (10d.) and *Word Builders* (1/6), with the *Introductory Book* (9d.), may be used for beginners.

Holiday and Evening Reading:

A & B *The Flame Tree*, by R. Baskerville (S.P.C.K., 2/-), pp. 1-57. *The Master Rogue*, by F. J. Harvey Darton (Wells Gardner, 1/-).

Music.

A & B (a) *Child Pianist* (Curwen & Son, 3/-), continue *Teacher's Guide* (revised edition, 7/6), or, (b) use Beringer's *Pianoforte Tutor* (Bosworth, 3/6 complete, or in 2 parts, 2/- each), with (for teacher's own study) *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

Musical Appreciation.

A & B The work of Tchaikovsky. See *Our Work* (April P.R.).

Singing.

A & B *Sonnez les Matines* (P.N.E.U. Office, 4/6), or, French singing games from *Chantez mes Enfants*, by Lady Bell (Hachette, 3/6).

A *Ten Minutes' Lessons in Sight-Singing* (Curwen & Son, 3/-), lessons 7-11. Two English songs: *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each, complete with music 6/-). *On Music Teaching*, by W. H. Leslie (P.N.E.U. Office, 6d.).

B *The Joyous Book of Singing Games*, by John Hornby (Arnold, 3/6), or, *Songtime*, edited by Percy Dearmer (Curwen, 4/6).

Drill.

A & B *Children's Singing Games*, by A. Gomme and Cecil Sharp (Set I., Novello, 1/-). Folk dances: *Scandinavian Dances*, Series I (Ling Association, 11d.). *British Marches for Schools*, by Martin Shaw (Evans, 3/6). Ex-Students take House of Education Drills.

A *Board of Education Syllabus of Physical Training for Schools, 1919* (1/6): take six consecutive Tables.

B *Physical Exercises for Children under Seven* (3d.).
 A & B *Suggestions in Regard to Games* (4d.). (All Eyre & Spottiswoode.)

Work.

A & B Help in house or garden: *Practical Gardening for Children*, by O. Marshall (S.P.C.K., 1/6). *Paper Modelling*, by M. Swannell (Philip & Son, 3/6), Series II., 1-5. *Manual of Claymodelling*, by H. Unwin (Longmans, 4/6): make 4 models. Use *The World of Paper*, Toy Book, by Forbiciello (Willis & Co., Vols. II., III., IV., 1/3 each). Design and make simple

sampler in canvas and coarse cottons (Weldon's Cross-stitch, No. 23, 6d.). *Model Railway Building*, by H. McKay (Wells, Gardner Darton, 1/6). *The Play-work Book*, by Ann Macbeth (Methuen, 3/6). Hem and blanket-stitch a flannel scarf for a miner's child. (An address can be obtained from Ambleside.)

N.B.—Teachers will find valuable help in the teaching of Drawing and all handicrafts in the following: *Applied Art*, by Pedro Lemos (Batsford, 28/-).

GENERAL NOTES.

N.B. 1.—The work lasts for two years (average ages 7 and 8) in Form I.A. In the second year children should read their own books and sometimes write narration. Classes in the second year of I.A might be called "Upper I.A."

N.B. 2.—In home schoolrooms where there are children in A as well as in B, both forms may work together, except in Tales and History, doing the work of A or B as they are able, but more work must be expected from I.A. The work in any one subject must not be selected from A and B.

N.B. 3.—In Arithmetic and French there must be no gaps (see leaflet G). Pupils must go on from where they left off, but they will be handicapped in the future unless they have done the work set for the Form.

N.B. 4.—Each pupil in Upper I.A should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Drawing" onwards are advisable but optional.

N.B. 5.—For principles and methods of teaching the various subjects see *Home Education* (P.N.E.U. Office, 5/6), and *Parents and Children* (P.N.E.U. Office, 5/). Keep a record of work (see leaflet H).

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 8.—The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 9.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 5d. and 3d. each, and Cambridge paper for Examination, 1/- for 4 quires (not less) single, double lines (two rulings) and squares; special clipped book post envelopes 3 for 4d. Drawing paper, 20 sheets for 6d. Drawing Books, painting paper (9d.). The School Badge (silver, 4/-, metal, 9d.). Book Plates, gummed and ungummed (25 for 6d.). School Hat Band with woven badge (2/6), and Ribbon (2 inches wide 2/2 a yard, 1/2 inch wide, 1/3). Boys' Belts, 2/-. Ties (1/3 cotton, 3/- and 2/6 silk). P.U.S. Monogram Badges (8½d) for boys' and girls' caps. Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted). P.U.S. Blazers, from 17/6 each. P.U.S. Prayer and Hymn (1d.).

N.B. 10.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.

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FORM I. (A and B)

PUPILS' NAMES.....

Bible Lessons.

- I. A & B. 1. Tell about (*a*), Moses as a baby, *or*, (*b*), Moses and the burning bush.
2. Tell the story of (*a*), how Moses drew water for the sheep of Jethro, *or*, (*b*), how the Israelites got ready to escape from Egypt.
- II. 1. Tell about (*a*), what happened on the Ascension Day, *or*, (*b*), the healing of the man at the Gate Beautiful.
2. Tell a story about (*a*), S. Stephen, *or*, (*b*), the meeting of Philip and the Eunuch.

N.B.—*Stories learned under Recitations should not be given.*

Writing.

- A Write (once only) a line of poetry from memory.
B Write, or print, (once only), "The grass is starred with buttercups."

Tales.

- A 1. Tell (*a*), about one of the things Christian saw in the Interpreter's House, *or*, (*b*), how Christian lost his burden.
2. Tell (*a*), how Ulysses stole the Luck of Troy, *or*, (*b*), how the Greeks got into Troy in the "horse of tree."
- B 1. Tell (*a*), a short fairy story, *or*, (*b*), one of Æsop's longer Fables.

English History.

- A 1. Tell (*a*), the story of the battle of Trafalgar, *or*, (*b*), about the freeing of the slaves.
2. What do you know about (*a*), Florence Nightingale, (*b*), the Pipes of Lucknow?
3. Tell what you know about Lord Shaftesbury and his work for children.
- B 1. Tell the story of (*a*), how Edmund Ironside fought for the crown, *or*, (*b*), Edward the Confessor and Count Eustace.
2. Tell a story about (*a*), Harold, *or*, (*b*) Hereward the Wake.

Geography.

- A 1. Can you draw the shape of Australia? Tell six things about the country.
2. Find on the map of Europe and write down the names of four (*a*), countries, (*b*), rivers, (*c*), mountains. Mention the boundaries of two of the countries.
3. Can you draw a picture of the points of the compass? How does the compass help the captain to steer his ship?
- B 1. Can you explain how we get the four seasons?
2. Tell about (*a*), the Blackfellows of Australia, *or*, (*b*), the geysers and pools of New Zealand,
3. Tell about a place visited by (*a*), your father and mother, *or*, (*b*), teacher.

Natural History. (Children overseas may substitute local animals and plants).

- A 1. Tell (*a*), how a frog changes from a water baby into a land baby, *or*, (*b*), about an insect nursery.
2. Tell what you know about a long-tailed field mouse, (*a*), how he keeps himself clean, *or*, (*b*), how he gets his food in the autumn,
- or*, (Overseas.) 2. Tell about (*a*), Old Slow-coach, the Tortoise, *or*, (*b*), a fierce hunter of the jungle.
- B 1. Tell about (*a*), the life of a dragon-fly, *or*, (*b*), two water beetles.
2. Tell (*a*), how a polar bear catches his food, *or*, (*b*), how the great bird of paradise displays his feathers.

Picture Study.

A & B. Describe "Joachim with the Shepherds," by Giotto.

N.B.—Another of the set pictures by Giotto may be described if this has not been studied.

French (oral only).

- A 1. Recite a "Series."
2. Make three new sentences.
3. Recite some verses.
- B 1. Say six sentences in French.

Number. (All working must be shown.)

- A 1. A boy has 7 bags with 85 marbles in each. How many marbles has he altogether?
2. What change would you expect from half-a-crown if you bought a spade for 6d., a bucket for 10d., and a ball for 4d.?
3. Mary gathered 2 lbs. 8 oz. of gooseberries from the bush in her garden, and sold them for 4d. a lb. How much money did she get?
- or*, 1. How many 4d. tops could I buy with 56 pennies?
2. Tom's kite flies up 37 yds. He has 52 yds. of string on his spool. How much higher can he let it fly?
3. Mary has 2s. 5d. in her money box. She has a shilling, a sixpence and a threepenny bit. The rest is in pennies. How many are there?
- B 1. I want to buy six fourpenny stamps. How much money must I have?
2. Tom has 16 strawberries, and he eats 8. How many are left?
3. A farmer's wife wants to take 24 eggs to market. She has 18 in her basket. How many more must she find before she has the 24 eggs?

BEGINNERS.—Father (or teacher) to give sums in mental work only.

Brushdrawing. (All work to be done with brush and in colour.)

1. Make a picture (giving it a name) to illustrate one of the stories (from books set) that you have enjoyed.
2. A brushdrawing of (*a*), a wild flower, *or*, (*b*), an animal you have watched.

Recitations

Father to choose a hymn, a poem, and two passages from the Bible Lessons.

Reading.

Father to choose unseen passage.

Music.

Examine in work done and report progress.

Singing.

Father to choose an English and a French song, and I.A., two tonic sol-fa exercises.

Drill.

Drill, before parents.

Work.

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report*.

The Summer Examination is optional.—Parents and teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. Summer Reports (*only*) to be posted to the Director, Parents' Union School, Ambleside.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages and classes to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks (*as remarks*) to be followed in all subjects see head of Report Forms.

N.B. 4.—Members are asked to state on the Parents' or Teachers' Report Form (*a*), how the pupil has worked during the term; (*b*), if there has been any handicap on account of illness during the term; (*c*), the reason for the omission of subjects in the examination.